



**Negro Leagues Baseball Museum**

**eMuseum**

**Electronic Resources for Teachers**

**Discover Greatness!**

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## The Negro Renaissance

### **Key Features of Powerful Teaching and Learning:**

(National Council for the Social Studies. "A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy."

<http://www.socialstudies.org/positions/powerful/>)

**Meaningful:** Students will be able to identify key historical figures, describe and understand a significant historical era of the Negro Renaissance and interpret Black Americans' contributions.

**Value-based:** Students will understand the state of American society and simulate being a Black contributor during the Negro Renaissance.

**Integrated:** Students will gain a greater understanding of the fine arts and utilize writing and technology skills to complete the unit assessment.

**Challenging:** Skills students will use during the completion of this assignment: researching, note-taking, technology, critical thinking, creativity, and social-emotional skills culminating in a final original product.

**Active:** Interpreting and creating Negro Renaissance works encourages critical thinking and imaginative skills in students while exposing them to a great variety of fine arts during the 1920 time period.

**Purpose/Rationale/Introduction:** This lesson will offer students a chance to research and understand the Negro Renaissance, its important contributors, and society's affect upon the Negro Renaissance contributor's products; culminating in an online biographical presentation of Negro Renaissance contributors.

### **Objectives:**

1. Students will be able to define the Negro Renaissance, aka Harlem Renaissance, New Negro Movement, or New Negro Renaissance.
2. Students will be able to describe the significance of the Negro Renaissance in terms of its impact upon American society, Blacks, and its effects on NLB.

**Grade Level:** 10-12

**Subject:** Social Studies

### **Standards:**

NCSS Standards: I, III, IV, V, VIII, X

ISTE Standards: 1, 3, 5

Missouri Standards: 4, 5, 6,

**Time allotment:** 5, sixty minute periods

3. Students will be able to identify key Black historical figures and their contributions during the Negro Renaissance.
4. Students will create an online biographical presentation of a Negro Renaissance contributor.

**Materials/Primary Resources:** *Black Diamond: The Story of the Negro Baseball Leagues*, by McKissack and McKissack, and *The Harlem Renaissance*, <http://www.calliope.org/ren/>.

**Procedures & Activities:**

Day 1: Distribute the student handout. Students should read and take notes from copies of *Black Diamond*, pages 49-54. Explain that Negro Renaissance was also called by other names such as: Harlem Renaissance, New Negro Movement, and/or the New Negro Renaissance. Navigate and display the webpage, *The Harlem Renaissance*, <http://www.calliope.org/ren/>, discuss definitions of Harlem Renaissance. Using the website, students research key historical figures of the Renaissance and what their contributions were to the Negro Renaissance.

Day 2 and 3: Students should choose one key historical contributor to profile for the final assessment. Students will continue researching and taking notes for the final assessment on their chosen contributor, utilizing online and supplemental resources listed below as well as other resources they find independently. Students will interpret the contributions of their contributor during the Negro Renaissance, their impact upon society, and profile their life.

**Conclusion:** Discuss the student handout questions 1-7.

**Extension and Enrichment:** Students read “Harlem Dancer” and “Nude Young Dancer”. Discuss similarities and differences. Then students view Barthe’s “African Dancer”. Discuss similarities and differences. The student will write a paper comparing and contrasting all three works. Another idea, have students listen to musical works by three different artists of the Negro Renaissance and compare and contrast the three pieces in a written paper.

**Online Resources:**

- Negro Leagues Baseball Museum, <http://www.nlbm.com/>
- A Look at Life in the Negro Leagues, <http://coe.ksu.edu/nlbm/>
- The Negro Renaissance, <http://www.rit.edu/~nrcgsh/bx/bx09c.html>
- MSN Encarta Encyclopedia, Harlem Renaissance, [http://encarta.msn.com/encyclopedia\\_761566483/Harlem\\_Renaissance.html](http://encarta.msn.com/encyclopedia_761566483/Harlem_Renaissance.html)
- Harlem Renaissance, <http://www.yale.edu/ynhti/curriculum/units/1978/2/78.02.03.x.html>
- Claude McKay and the New Negro of the 1920’s  
[http://www.english.uiuc.edu/maps/poets/m\\_r/mckay/cooper.htm](http://www.english.uiuc.edu/maps/poets/m_r/mckay/cooper.htm)
- African American History, <http://www.watson.org/~lisa/blackhistory/index.html>
- African American World: Timeline, <http://www.pbs.org/wnet/aaworld/timeline.html>

## Secondary Resources:

Barthe, *African Dancer*

Dubois, W. E. B. *Dark Princess*. New York: Harcourt, Brace, Jovanovich, 1928.

Huggins, Nathan.

*The Harlem Renaissance.*

*Voices From The Harlem Renaissance*

Hughes, Langston.

*The Best Short Stories by Negro Writers.*

*I, Too*

*The Negro Artist and the Racial Mountain*

*The Negro Speaks of Rivers*

*Nude Young Dancer*

*Thank You M'am*

*Theme For English B*

*Who's Passing For Who*

*The Big Sea*. New York: Hill and Wang,

*Fine Clothes To The Jew,*

*Not Without Laughter.*

*Tambourines To Glory.*

*The Ways of White Folks.*

*Weary Blues.*

Hurston, Zora Neale.

*Dust Tracks on a Road.*

*Jonah's Gourd Vine.*

*Of Mules and Men.*

*Seraph on the Swanee.*

*Their Eyes Were Watching God.*

Johnson, *The Negro Renaissance and Its Significance.*

McKay, Claude.

*Banana Bottom.*

*Banjo.*

*Harlem Dancer.*

*Harlem: Negro Metropolis*

*Harlem Shadows.*

*Home To Harlem.*

*A Long Way From Home.*

*Nude Young Dancer.*

Ottley, Roi and William Weatherby. *The Negro in New York*. New York: New York Public Library, 1967.

**Assessment:**

Day 4 and 5:

Students continue researching and answer the student handout questions 8-13. Students complete the final assessment by creating a presentation of their findings using technological methods. The final product is an integrated, comprehensive biographical profile of key Negro Renaissance contributors accessible online. See attached scoring guide.

**Alternate Assessment:** Students pretend they are a key historical figure during the Negro Renaissance and create a compilation of poetry, short stories, music, or art. Students write a character profile for themselves including: motivation behind the contribution(s), how they were affected by society as a Negro Renaissance contributor, and how they hope their contribution to the Renaissance will change society.

# The Negro Renaissance Student Handout

1. Define Negro Renaissance:
2. By what other names was the Negro Renaissance called?
3. What was the state of American society in terms of race relations at this time?
4. Why did the Negro Renaissance develop at this time and not before or after?
5. What party/parties benefited from the Negro Renaissance? How did they benefit?
6. Name at least four key historical contributors to the Negro Renaissance and what their contributions were to society:
7. How did the Negro Renaissance and its contributions add to America's cultural heritage?

8. Choose one of the contributors in number six above to use for your final assessment. Which contributor did you choose? Why?
9. What contributions did this key historical figure make to society during the Negro Renaissance?
10. Why were/are these contributions important?
11. What impact did these contributions have on society?
12. Did society influence this historical figure? How?
13. What are the highlights/important events in this historical figures life?  
(you'll need information to write at least two paragraphs about this person)

## The Negro Renaissance Scoring Rubric

Points	0	1	2	3
Photographs or drawings of the contributor	No photo or drawing of the contributor is present	One photo or drawing present, not labeled and/or not clear who the person is	One photo or drawing of the contributor is present, and is labeled clearly	More than one photo or drawing of the contributor is present, and are labeled clearly
Contributions are included in some mode: i.e. pictures, audio, hotlinks, music bytes, videos, drawings, poems, etc.	No contributions included	1-2 contributions included, but only listed	2-3 contributions are included and at least two are presented in different modes	3+ contributions listed and are presented in a variety of modes
Biographical information	No biographical information	Some biographical information is present, not in paragraph form and/or unorganized	At least one organized paragraph is written, or two unorganized paragraphs	Two organized paragraphs are written
Importance of contribution(s)	No explanation of contribution importance	1-2 contribution's importance are explained accurately	2-3 contribution's importance are explained accurately	3+ contributions are explained accurately
Appearance	Not colorful, little or no organization of parts	Colorful or organized, not both	Colorful and organized, no attention getting title	Colorful, organized, attention getting title
Sources	No sources cited	Some sources cited, but doesn't follow MLA style	All sources cited, but doesn't follow MLA style	All sources cited and follows MLA style

Total Points earned:

Comments:

Using the website from Encarta Encyclopedia, [http://encarta.msn.com/encyclopedia\\_761566483/Harlem\\_Renaissance.html](http://encarta.msn.com/encyclopedia_761566483/Harlem_Renaissance.html), students will chose and research one key historical figure of the Negro Renaissance take notes while completing the following student handout. Then create an online biographical slide of their key historical figure.

Chose one of the following key figures of the Negro Renaissance to research and take notes.

- Langston Hughes-writer
- Louis Armstrong-bandleader
- Duke Ellington-composer
- Josephine Baker-dancer

Complete the worksheet below.

### Student Handout

Student Name: \_\_\_\_\_

Key Historical Figure chosen to research: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

Occupation: \_\_\_\_\_

Fact 1: \_\_\_\_\_

\_\_\_\_\_.

Fact 2: \_\_\_\_\_

\_\_\_\_\_.

Fact 3: \_\_\_\_\_

\_\_\_\_\_.

They were important to the Negro Renaissance because \_\_\_\_\_

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\_\_\_\_\_.



## The Negro Renaissance Scoring Rubric

Points	0	1	2	3
Photographs or drawings of the contributor	No photo or drawing of the contributor is present	There is a drawing or photo of the contributor, but it is out of focus, not completed, and/or small.	One photo or drawing present, but is not labeled with the person's name	One photo or drawing of the contributor is present, and is labeled clearly
Facts	No facts are included	1 fact is included	2 facts are included	3 or more facts are included
Date of birth and occupation	No date of birth or occupation is given	Either date of birth is present or occupation, not both	Both the date of birth and occupation are given, but may be incorrect	Both the date of birth and occupation are listed and are correct
Importance of the person	The person's importance is not given	the importance of the person is included, but not complete	Importance of the person is explained, but may be incorrect	Importance of person is explained and is correct
Appearance	Not colorful, little or no organization of parts	Colorful or organized, not both	Colorful and organized, no attention getting title	Colorful, organized, attention getting title
Sources	No sources cited	Source is cited, but not complete	Source is cited, but not accurately	Source is cited completely and accurately

Total Points earned:

Comments: